

D R A F T
16 March 1967

1. The second meeting on the '[REDACTED] Report' was held STATINTL
9 March 1967. The same group as attended the first meeting was
present, with the exception [REDACTED] The DTR briefing covered STATINTL
what had been agreed to the week before. The following was discussed
and agreement reached on:

DDI Film - IG Rpt (didn't think the film worthwhile)

OTR disagreed with IG rpt.

ATINTL

C/IS-Still think point is valid

██████████ Thought film made its points

ATINTL

Rod - Maybe two independents like myself and ██████████ should look at the film. STATINTL

██████████ Must keep in mind the purpose of it. (about 1/2 hour long)

DDTR and C/PPS will review film.

DTR - Don't agree OFC should be shorter than four weeks. One of the points to be made is it is also for DDP personnel and represents basic tradecraft package for them. While possibly be curtailed as purely familiarization course for DDI & DDS&T personnel, for ~~DDP~~ *DDP* personnel (^{mm}~~or~~ CTs) only basic tradecraft they are going to get.

ATINTL

██████████ - I understand that.

ATINTL

p. 14 - New professionals get only four weeks.

██████████ find it hard to get them for the four weeks. New professionals can get to Midcareer and practically any of the other courses (management). DDP courses - CA, CLOC, CI courses, much more so again in the DDP sphere than the DDI. Management courses of value to all components. DDI shows up better than most components on interest in management training.

DTR-cutting the orientation - doubt whether we could cut significantly.

No reactions from few CTs I have talked with on cutting basic package.

ATINTL

Was some on ITC. Some felt could be cut to two weeks. Nothing on cutting first two weeks or 4-week SIC.

[REDACTED] Were talking about 13-week package as being unduly long in its totality.

ATINTL

Rod-I wonder to what degree they would tell the DTR everything they might to others.

[REDACTED] don't get much reaction as to desirability of the length of the 13 weeks. Exception rather than the rule. Begin to get feedback after they go on the job.

ATINTL

you
DTR-might encourage them to give ~~xx~~ comments on a current basis as they go to the courses. Ask them for their reactions.

ATINTL

[REDACTED] - personally do not believe CTs should be framer of the program.
(Everyone agreed) We should know how they feel in totality.

DTR-we should still listen to what they have to say.

ATINTL

[REDACTED] - counselors have lots of unrecorded opinion.

Rod - have talked to CT who has been through the whole program. His reaction is the whole thing is far too long. Very bright fellow.

[REDACTED] one comment out of all the comments I have gotten is that it's too long.

DTR - this is beginning to both ^{on} us a little bit.

CTP-getting to the job seems unduly delayed - whether training itself is too long or not - it's too long to wait

DTR-have to guard against with great care any padding - should be slashed unmercifully.

Rod = Every hour of instruction has got to be reviewed.

DTR - two-week SB addenda. Finding it pretty wide of the mark.

Repetitious, adding nothing justifying this two-week period. Should cut two weeks right out. [REDACTED] (also two weeks) seems to be better.

[REDACTED] Would like to suggest - had some interesting packages for a number of years - ITC, SIC, IOC - all good individual entities. There is a danger because they are good we tend to sit back. As an exercise, say you want to cut ITC one week or IOC 2 days, or SIC one week.

What would you put in two-week package, etc. If you really had to cut what would you end up with. Perhaps just by looking at it can we come up with something that achieves the objective, at least would compress the time for the CT to get to the job.

[REDACTED] 8-week basic course inter-woven and they wouldn't have segments.

[REDACTED] -we do each course piecemeal.

[REDACTED] -not necessarily shorter period of time - integrating effect of one seamless web.

[REDACTED] enmeshing skills and disciplines.

[REDACTED] - working out little more carefully without element of coming to a halt, closing out this chapter. Just running a continuing program, progressing from/^{the}very general to ever more specific, so the student has

the impression of going through a coordinated, integrated instructional program, with faculties coming on it turn.

Rod - part of the problem goes back to the fact that - would save time if we didn't have four faculties. If we had one faculty - when C/IS picks up these men, they tell them about the Agency and the Intelligence Community - the ops people wouldn't accept anything [REDACTED] has said. There is a lot of little ~~xxx~~ useless ~~xxxxx~~ repetition which I don't think is very bad. Not very much time element saved. But if we had a seamless 9 weeks of one package, that would mean that was so well coordinated that no one would go over the same ground as long as same school

[REDACTED] disagree. We coordinate with each school [REDACTED] to a great degree.

Rod - agree with you there. There is a very small little _____ of repetition that you wouldn't have if you had a seamless course with same group of people.

[REDACTED] not necessary _____. Interesting speculation. Studying general - wouldn't be getting just Intelligence Orientation or ITC, but general _____ for thus and so - more specificity could be a problem.

[REDACTED] you could have _____ activity.

[REDACTED] taking parts of different ~~xxxx~~ expertise of different faculties on the same day.

Rod - we have fallen into the trap in Training of following the breakdown of the organization. Is it necessary to train people to function in this Agency, to train them on a separate basis. Do you have to _____ it

off and think organizationally for so many weeks.

DTR - SIC not thinking DDP

Rod - largely oriented DDP.

also

DTR-DDIers/interested in aspects of international Communism as

background as part of _____ of data.

_____ think these comments relate to the main point of examination of first 13 weeks.

DTR-would be interested in seeing it sketched out- bringing people in brand new know none of the terminology or nature of the organization. It seems to me that you do have to have a couple of weeks of actual orientation to their organizational environment. Not so sure that pedagogically you have to try to

_____ in and give lecture on Marx and Leninism and then for _____ to

_____ in and say academically (?) you do this - logical sequence of their introduction. Should chart out the seamless web.

_____ it strikes me and your students as fragmented. What is it you want a young CT to know? Would be a single course it seems to me.

_____ actually being tried at a university. They deny that there is any such thing as economics, political science, etc. and affirm that this seamless web is what must be taught.


DTR - (his education - sociology major- allowed no real focus on any recognizable body of knowledge. Should achieve respectable working knowledge of some major discipline.


PPS - not talking academic environment, talking about orientation

package. Not trying to have a _____

definite focus ~~on~~ on the way of life in our institution

DTR-would be delighted to have you chart out such a course. Tom
could help you work it out.

 tried it before.

 - we have two distinct phases in formal training requirements -
initial orientation and then focus on functional area.


DTR- which approach is pedagogically more effective in achieving
the objectives? which is providing students with certain amount of
knowledge about the organization, intelligence production, to know
enough about the Communist world and then going on in to specialty.
What gets it over to him more effectively? _____ on some kind
of continuing, interacting way)? Not terribly disturbed by the status
quo.

Rod-study of our problem ~~should~~ what to include - the administrative
reorganization which is concerned as a faculty as a package. Concerned
as a unit with the entire package.

DTR- this exercise might be useful as a forum.

Rod-there is certain amount of coordination (?) now. These people are
not concerned with these particular nine weeks as a whole.

DTR-overall faculty idea might be alright. Creation of _____ not such a
good idea. It gets too big - loss of executive supervision because it
grew too large.

 - administrative arrangements not needed because we are

so closely together here. _____ firm impression that there is somehow lacking this integrating tie.

DTR- make this one of our projects. Put on agenda as objective.

Go ~~on~~ through exercise of sketching out such a curriculum and see what administrative aspects would be. Will undertake this in principle and in fact.

Rod - have chairman from each school.

DTR [REDACTED] would you be willing to undertake this.

[REDACTED] Yes, I would be happy to.

[REDACTED] - really talking about presumed needs for better coordination - not really doing anything _____ but examining matter and sequence of various elements of program

DTR-~~have been talking about~~ Why don't you get together and work it out - initial whack at coordination of CT training, coordinator of CT content. This is part of this interrelationship and much of repetition, _____ between one part and another. So if you have time and can stay with us for a little while.

DTR - Tom says doesn't think ITC is _____ of preparation for people coming into the DDI, etc.

[REDACTED] - thought we had settled this point. We had invited suggestions from DDI as to what revisions they would like to have made in the IPC.

ATINTL
DTR - try to finish individual students almost individually. Don't think that is practical.

[REDACTED] after you have reached a certain point. _____ roughly 15-17 people.

ATINTL
DTR - Do you at a certain point try to tailor to the individual.

[REDACTED] After CT finishes formal training with us he goes to on-the-job training. It is then his broad interest is ~~not~~ focused on job he is going to.

ATINTL
DTR - if person was going to ORR or OCI would there really be any different training in a similar sense that ^{is} differentiated between ORR product and OCI products.

[REDACTED] not within concept of formal training.

[REDACTED] This would be a responsibility of the receiving office to determine what the man needs.

ATINTL
DTR - was wondering abstractly if there would be any different finishing. Would you expect that a given officer would be finished somehow differently because he is going into OBI.

ATINTL
[REDACTED] - not responsibility of OTR.

ATINTL
[REDACTED] Yes, I agree.

ATINTL
[REDACTED] that is operating responsibility.

DTR - could not be introductory course.

[REDACTED] - right. Keep him and give him more training.

DTR - we would be delighted to cooperate with DDI in finishing off a man on more specialized DDI training.

ATINTL
DTR - take a more active interest in the selection of CTs going into the DDI. How active an interest?

[REDACTED] - does not take any formalized institutional action - a very keen and _____ interest on a case by case basis - a continuing dialog.

ATINTL
DTR - Tom does not have point here.

[REDACTED] No, he is expressing a feeling.

[REDACTED] think DDI is participating up to the hilt. Point you might be trying to make, "You might like to have decision made more definitely earlier?".
ATINTL

[REDACTED] - Last October was first time I had seen CT list. First time DD/I had ever seen composition of CT class. Think anyone here has particular qualities that meets (requirements) try to steer him in your direction.

ATINTL
DTR-if DD/P or DD/S saw them that DDI might well want to embark on deliberate . . . (p. 15)

ATINTL
[REDACTED] = Tom and I parted company on this a long time ago.
Jim

[REDACTED] (x) made point last time that IPC and ITC not in recruiting business. This is correct. DDI is in recruiting business. If DDI had somebody that fitted exactly into something I wanted would be out and recruiting.

DTR - We will ~~go along with that~~ go along on that.

+ _____

p. 17 - follow up - DDI ought to take more continuing look at composition of CT class
ATINTL

ATINTL P. 17 = "This is elevating pre-job training requirements for . . . "

ATINTL [REDACTED] - realize all money comes out of Agency budget. Do have DDI budget at hear.

[REDACTED] - Remember that external training DDI spends more on
[REDACTED] - Agency external training in FY 67 - \$700,000 - easily get bigger slice of \$700,000

ATINTL Rod - Your people get about 60 weeks less than DDP CT gets of training.

[REDACTED] - will get it couple of years later and then out of DDI budget.

ATINTL Where I can also try to suggest that DDI move it on to your budget.

[REDACTED] training dollar is Office of Training dollar.

[REDACTED] - doesn't cost us any more to do if you send the people.

p. 19 - "Many speakers from DDI _____ participating in OTR courses. . . "

ATINTL Schedule cut to five speakers _____ in mandatory course - behind any way.

ATINTL [REDACTED] - would be possible if you could persuade Col. White to let us use auditorium - have 80-man classrooms.

[REDACTED] if stuck with 80-man classrooms . .

PPS - we explored this last year. Cannot get auditorium reserved for two weeks.

ATINTL DTR - it _____

[REDACTED] Larry does run seminar discussions in Ø IOC.

[REDACTED] if get above level we are now working cannot run seminar without doubling staff.

ATINTL
DTR - IR running for about 40 participants with people on DD level. Is this not a lavish expenditure. . . ." Think it just has to be. The IR done only twice a year.

██████████ speculative question about the CS.

ATINTL
DTR-we use DDP on numerous occasions - speaks to MEDC, CIS Seminar Graduation of the OC 3 times a year, CSR. DD/S comes to the IOC and makes a big impression on the CTs at the outset. DDS gets off to a sprinting start. I don't see how we can cut down on some of these exercises. Deputy Chief can certainly come in. T

██████████ IR - from that point of view started out at a lower level of representation from DDI offices. Then impetus came largely from DDI people in the course and in the offices to raise the level of participation. _____

ATINTL
DTR-se no reason why the assistant DD or an office chief shouldn't come in but nice to have them if they can possibly do it. Most of them don't have to make any actual preparation.

██████████ what is the objective of having guest speakers?

DTR - for two reasons, (1) speaker brings first-hand knowledge. Secondly, depending on his position he brings a more senior and ranging knowledge and one that he can put out from first-hand experience. A great deal of difference on having talk on tertiary data to having a first person relationship of experience.

ATINTL

[REDACTED] why senior person because they do not necessarily have
_____ first-hand experience. If you are talking about DDI the man
who should know most about DDI at this point because of his position
no one else can rival in terms of access (Jack Smith)

ATINTL

_____ you
[REDACTED] - the people ~~who~~ want are the decision-makers. Quite agree
with that.

DTR-depends on what you are talking about. Doesn't mean DDP should talk
_____. He should talk about DDP.

ATINTL

ROD-ITC something like the CSR. Why are we putting on Intel Review.

[REDACTED] most of these people in 13-15 level, substantive specialists.
5 or 10 years have been in their rut producing their particular kind of
intelligence. They have lost sight of whole picture (interrelationships).

Let them know what is going on and what is being thought and talked about,
new attitudes, trends.

ATINTL

DTR-DDS is trying to do this in 3-1/2 day course. Is 10 days too long?

[REDACTED] comes back to basic question. Somebody has got to decide how
much, how deep, how wide a course of training has to be.

DTR-just comparing. CSR is 7 days and IR is 10 and Support Services
Review is 3-1/2. We have some diversity here.

Rod- can understand that maybe in a way, Take DDP and DDS people.

ATINTL

(Mostly DDI in IR)

[REDACTED] - mostly, but not entirely. Not a DDI course as such.

Rod - don't come into training as often, so need them for a longer time.

STATINTL

[REDACTED] No, through experiment it takes two weeks to give the kind and depth of coverage that we think is needed.

STATINTL

[REDACTED] - unlike talking to CTs you have no basis for judgment as to length of course. Here you have area where you could simply ask the man involved, "Was this course too long".

STATINTL

[REDACTED] - We have done this. Still get critiques, don't think there has been any suggestion at all that course be shortened. Have been suggestions that it ~~should~~ ought to be longer, more intensive coverage (usually DDP activities) Feedback has never been in the direction of cutting course shorter.

P. 21

STATINTL

DTR-~~4~~ Permanent DDI presence in OTR and permanent voice [REDACTED]
Need any more comment on that or not. Was not specific conclusion.

STATINTL

STATINTL

Think we backed off a little [REDACTED] What would he do. Anything more we should say on this (ques. 1)

[REDACTED] p. 20 statement addressing to DD/I. One could reasonably desire to drop my assignment (pull me back). Could not comment without knowing how DD/I feels. Talking about coordination. There is a difference between DDI contacts by individual faculties and DDI view on your instructional total. Weally should be somebody from DDI to comment on those 3 days [REDACTED] Don't know whether it would be useful or not.

STATINTL

DDI presence where it hasn't been. _____ was given in COS Seminar.

ATINTL DTR - _____ we had left it that it would be through the OCI briefing.

Only place would really be in the reports function, which is position

DDP has pre-empted because reports are operational reports (raw intelligence reporting from the field). Think DDP is ~~not~~ in better position to deal with what it wants in raw intelligence reporting.

ATINTL _____ Basically yes. On other hand prime customer is DDI.

ATINTL DTR - Can DDI provide officers who are schooled enough in DDP reporting procedures.

_____ Probably not. Suggest to _____ have a lot of STATINTL new _____. Would you like to bring a team of 3 or 4 people to have seminar with instructors.

ATINTL DTR - possibly have DDI panel to appear before CTs or with the faculties.

_____ would your faculty like opportunity? This is the question.

ATINTL Rod - that raises question. Do ~~your~~ people in your shop talk to reports people in DDP

_____ the flow is better now than it was in the past.

ATINTL Rod - essentially contact has got to be more consistent with what ^{is} the case at Hqs.

ATINTL _____ Some of best reports officers in DDP are from DDI. May~~be other~~ ~~exp~~ be other people in DDI who have this kind of experience.

_____ take more initiative. . . " Would all welcome change. "Be more full and specific on what they want from OTR." Agree with that.

P. 22. Looks fine. "DDI *ensure* various DDI office heads aware of

ATINTL facilities [REDACTED] Yes agree with that.

ATINTL DTR - DD/S will rule on the individual office taking up some money in the future.

[REDACTED] point is facilities are good.

DTR - we are anxious to see them used. Going to have to parcel out the cost in the future.

DTR - "Critique system to monitor adequacies of DDI presentations".

I am all for. Bogged down on this consistently. This is something that falls forgotten to inertia gradually _____ to heart (?).

Rod - on point I was making on repetition, we used to have [REDACTED] _____ STATINTL
_____ the staff from blowing a gasket when operational

presentations were given at Hqs before class [REDACTED] This is kind of STATINTL
_____ to accept repetition

ATINTL DTR - P. 23 - on initial projective (?). very much in agreement. DDP making major effort to improve presentations. Successful effort. In favor of getting down to monitor adequacy of presentation. None of the Directorates has really done this (monitor presentations) I don't think. We find it hard to ourselves.

[REDACTED] send frank assessment of every speaker to DDI's office.

ATINTL Rod - Lot of DDP courses largely put on by their own people. Same is true of IS (DDI personnel).

[REDACTED] I personally feel that my own staff members are much more

competent to monitor DDI speaker and evaluate him than anyone coming in from the DDI. They Understand the continuity and content of the course.

ATINTL DTR - if they are present to monitor.

██████████ Always somebody present.

ATINTL DTR - ~~what do~~ ought to operate on principle that visiting critiquers or no room (?)

██████████ only bad representation from DDI is when scheduled man cannot come.

DTR - same comment could be made of all our courses. Substitute problem is one of our primary handicaps.

ATINTL DTR - would be glad to provide DDI with evaluation of any of the DDI
be presentations. We should/invited to do so.

██████████ Certain amount takes place all the ~~times~~ time.

ATINTL Rod - to what degree does DDI bring in people directly, not through CT program?

██████████ don't know exactly, but quite extensively.

ATINTL Rod - don't ~~seem~~ seem to have as much interest in CT program.

██████████ yes, because we do more direct hiring.

ATINTL DTR 0 DDI might consider publishing new pamphlet. Have they already put out one?

██████████ done about 3 years ago

██████████ - would be extremely useful.

STATINTL

Rod - One on OCR is excellent pamphlet.

[REDACTED] - is too restrictive.

STATINTL

DTR - useful to the Agency in a variety of ways.

[REDACTED] OCR pamphlet ~~extended~~ designed to acquaint rest of Agency with resources of OCR.

STATINTL

DTR - would welcome that (a DDI pamphlet).

[REDACTED] --OCR pamphlet -

"DDI consider offering more seminars and presentations to other Agency components to explain DDI."

STATINTL

DTR - Does have presentation in § CSR.

[REDACTED] - Yes, normally has been Ed Proctor lately

DTR - Does DD/S make any presentation to IR?

Yes

STATINTL

DTR - Then we probably ought to have presentation in Support Services from DDI. No reason why they shouldn't look into it.

[REDACTED] Objective is quite different from CSR and IR. ~~DD~~ DDS objectives to have support people get to know each other better.

STATINTL

DTR - Rotation - one or two-day seminar with [REDACTED] faculty will look into that. Discussed that earlier.

STATINTL

[REDACTED] - only if they want it.

ATINTL
DTR - "More care be taken ^{in the} ~~to meet~~ selection of bodies for rotational tours". Moving toward that effectively. Not happy with this. In agreement with p. 26 on quality of rotational personnel.

[REDACTED] we repeatedly turned down files that come from the DDI because they are not up to our standards. We do not accept anyone simply because they are recommended. DDI has never pressured us to take anyone we did not want.

DTR - "Tours in OTR for DDI people should be shorter than they have been in the past" (one-year tour)

ATINTL
How ~~flexible~~ feasible is a one-year tour generally?

ATINTL
[REDACTED] is working very well as far as [REDACTED] is concerned. STATINTL

[REDACTED] - my answer might be it does not work at all. There are certain exceptions to it. Men who can come into a job and begin to function ~~the~~ effectively the next day. Earl is one of those men. Need we had was so terribly great for somebody that particular area. On the whole it is difficult for a man to come in from an operational type job and begin to function effectively within that 12-month period. Would make much more sense to make ~~re~~ rotational tour 3 years.

DTR - might as well forget three years if you want quality you ~~can't~~ ~~can't~~ can't have duration normally.

ATINTL
[REDACTED] we should be even more selective and try to get exceptional guy every time, otherwise one ~~year~~ year would not be effective.

STATINTL

ATINTL
DTR 0 Harder for DDP to walk in and teach. When you send man [REDACTED]
[REDACTED] etc., you can't make it a one-year tour. Have been
inclined to feel I would be glad to let man teaching COS Seminar take it
for one year. Up to now C/OS has done COS Seminar. Would be willing
to separate jobs. Think he could do better job if he took it for two years.
On the other hand, have better chance of getting good guy if took him for
a year. It may be these editorial assistants will be of a high quality.

ATINTL
[REDACTED] there will be no deadheads, only qualified people.

DTR - _____ thought to rotate these eight
if they are men of Earl's quality. Could go on experimenting tentatively with
one-year assignments.

ATINTL
[REDACTED] most of those people are of very high caliber.

DTR - OK. DDI _____ than DDP on amount of time spent away.
(_____ ?)

Rod - normal thing in DDP to be away and then come back again, but not in
DDI.

DTR - DDP officer ~~xxxxx~~ not concentrating on one body of knowledge.

"DDI position be developed on what CT needs to know" DTR - all for that.

"Composition of training class" - DTR _ Yes, we agreed.

"Right to try to attract CTs". DTR - Yes

~~xxxx~~ Rod - You mean by that to attract them by manner of their presentation
and participation in various program, not out and out recruitment.

P. 27 - "How DDI feels about basic CT program"

ATINTL DTR - Propose that you [REDACTED] review 13-week program. One problem be delighted to have DDI criteria .

DTR - I TC - p. 27, 12. b. - Should reduce number of practical work exercises, introducing live analysts and or more critiques immediately after problems.

ATINTL Rod - § What do you mean by that.

[REDACTED] These are good. Nothing wrong with case studies. From DDI image point of view what is purpose of three weeks. Most of the CTs who went through it when I was there got the impression it was DDI pitch to them. If this is so, from the DDI image point of view, something to be said to making it something less than a _____ course, using more current material and using the live analyst just merely to get the live atmosphere.

Rod - here you are saying cut practical exercises.

ATINTL DTR - there are two points here, (1) reduce the number of practical work exercises; (2) Introduce live analysts.

[REDACTED] Number of practical exercises - 13 in a 15-day period. Some of them ~~xx~~ are in short simple course (?). Make it more of a demonstration course with partial practical work, more discussion of the uses, wheres and whys with somebody who is engaged in the work on the spot.

[REDACTED] this is ^{the} purpose of the course.

ATINTL

█████ admit this. from a DDI point of view it would be more ~~academic~~ ____.

ATINTL

Whether ~~it would be~~ pedagogically it is better, that is another question.

█████ We are concerned with basic skills on what is required in production of finished intelligence. Intent is to acquaint them with the skills required. Across the board skills. Not an evaluation of their ability to go on DDI job, evaluation of skills used everywhere. Concerning ~~ing~~ ^{ed} with skills and evaluation of those skills and secondly acquainting them with what the production of finished intelligence is. ~~Fe~~ ^{Feel} we are giving them only a basic understanding of what the production of finished intelligence is and get a chance to evaluate skills. Live analyst takes time. Would have to reduce our coverage. Seems to me it would be an uneconomical use of the limited time.

ATINTL

█████ - tend to emphasize what should be incidental. _____ pitch (?) idea should be part of basic _____ concern from instructor point of view. Should keep pitch (?) in low key.

ATINTL

Rod - OFC is considered DDP course.

█████ don't question at all. that is what comes through (ITC is DDI pitch). This comes through despite the fact that we tell them in no uncertain terms that this is not the purpose of the course. Individually we repeat the fact that this is not the purpose of the course. That is what we ought to ~~look~~ _____ out rather than how we _____ conduct the course the if we were conducting a course as a DDI recruitment device.

DTR - Leaving live analyst out, what about the first and third, reducing the number of practical work exercises and holding more critiques immediately after problems.

Tom would find a lot of support among the CTs, which I would discount, particularly among those who are not terribly bright - the course pushes them hard. Those who are bright are excited by it.

DTR - The last group of CTs I talked to praised the ITC (DDPers) is (Depending on?)

Second point (hold more critiques). this/function/~~of~~ the number of people on the staff and the number of people in the class. If it is just a tutorial class they would get feedback almost instantaneously. The instructor still has to read the paper. There will be some lapses. It would be very valuable if there were less time between doing of exercise and the evaluation of it.

There are two points I would like to make. We say this is not a DDI course, in a sense teaches skills which are common throughout the Agency. Other writing parts in 13-week package. _____ of FIR at

I have looked into this and find there is a completely different emphasis on the kind of writing taught. FIR concerned with format and content and in a sense it is a bit contrary to the kind of writing we are concerned with - basic writing skill, economy, directness. Areas FIR is concerned with - FIR report as a form, _____ and functions. FIR requires completeness, full coverage, etc. Up here we teach writing as a form of concentration, as economic kind of communication. There is a different emphasis.

DTR - still feel there is probably more we could do in ~~trying~~ training cycle as a whole to improve writing skills. M Nothing more basic to Agency's work than quality writing skill. IS takes a whack at it. Maybe you don't have enough work on it. Perhaps it should be expanded. Have feel we are not picking it up right from orientation on up to graduation from the OFC. If there is anyplace I would welcome the "seamless web" it would be in writing skills.

Rod - fairly significant. In all fairness to DDI there ought to be DDI block because there is a DDP block. The only part of the Agency that has real grasp of this from the point of view of propaganda value is the DDP.

DTR - think anyone of us would retreat from any position which suggested lessening of pedagogical quality to get over the comlonent.s.

[REDACTED] no. Depends upon what it is one is trying to teach. You can't teach somebody to write at the age of twenty-seven.

DTR - should keep Hitting (?) on it through the length of the course.

[REDACTED] Individual instruction. We try to make clear to these people that during this 3 weeks of the ITC in the writing exercises we can help some of those who write well to improve the way they write from the point of view of OCI, ONE or ORR, and we offer to those we cannot remake as it were during the 3 weeks enough writing workshops that they can come to after they get on the job.

DTR - there hasn't been much enrollment in the writing workshops.

[REDACTED] people who teach them in my staff seem to always be doing it and doing it to classes that are full. Try to make it be to GT that

if they are deficient on some skills they can come as individuals later on and ~~were~~ help improve themselves.

ATINTL DTR- do you give anything outside of CT program on analytical skills.

~~_____~~ - Have course on intelligence research (2). Both courses primarily concerned with analytical skills.

ATINTL DTR - how long - Intel Res part-time for 8 weeks

~~_____~~ Worked with problem of developing full-blown estimative analyst - have included blocks in writing courses. A great deal has to be done in that connection. The development of a course on _____. Haven't gotten anything to be proud of.

DTR - include as one of our objectives (development of a course in analytical and estimative skills). DDP has crucial estimates to come up with ~~xxxxx~~ in a crash _____. Not one of those men has even had any exposure to formal training in the analytical area. Practically no one has been through any aspect of the DDI process. Nothing could be more valuable for extremely promising DDP station chief than to spend 6 to 9 months as an observer/participant with the Board of National Estimates* or OCI, etc.

ATINTL Rod - in respect to writing in OTR it becomes apparent a great deal of time is spent ~~in~~ ~~_____~~ on writing, not only on format but ϕ in teaching a man to be a better writer. It is all within the context of that format that an effort is made to improve writing capability. If this part of the orientation course is not a DDI (?). Maybe we ought to divide our writing

training in this Agency _____ improve general capability
of a man to express himself and reduce _____, reduce effort in techniques
and reduce format capability. STATINTL

to me

Seems/that objective at any and every stage within the format
is to achieve clarity of expression, do more of it rather than less.

Rod - talking about economy of effort and time. If you are going to teach
a man to be a better writer we have IS, _____ - one thing to filling
out a page correctly and another thing in making yourself clear. Whenever
you apply yourself to format you obviously have to make yourself clear. STATINTL

Perhaps we can devise some method - restudy the whole business of
teaching on writing in DTR and maybe save ourselves.

DTR - _____ around - errors in grammar. If I
were teaching some of these kids and got a lousey paper in I would tell
him, this is terrible.

_____ a guy goes out and then writes up an operation
report. When it comes down to writing FIR, objectives are same (clarity
of expression). To take out mass of details, things that are facts,
clearly identified _____ of all of this. If it is a course
in basic writing skills I would suggest consider using formats other
than DDI formats. If you are interested in clarity of expression give
a guy a contact report.

DTR - He gets that in the OFC.

~~xxxxxx~~

ATINTL

[REDACTED] we cannot teach these guys how to write. Can call their attention to certain weakness. This is about as far as we can go. Writing has to be taught in context.

ATINTL

DTR - had asked that people who were below level of acceptability - that I receive their names.

[REDACTED] - don't get any guys that are that bad.

Rod - maybe a systems analysis study of our teaching of writing in OTR could save us quite a bit of time. Maybe somewhere we should teach what we teach in the way of writing skills and elsewhere concern ourselves with format.

ATINTL

DTR - this is a continuing process. You have to catch them out wherever you can.

ATINTL

[REDACTED] you do not get many students into writing workshops on _____ basis.

ATINTL

[REDACTED] - Writing Workshop cannot be more than 15. Much better if it is 10.

ATINTL

[REDACTED] - Security asked to have a Writing Workshop put on right in the middle of the ITC. When ~~they were~~ ^{he was} told we could not do it ~~they~~ ^{he} said, "Let me talk to your boss". No _____ he can tell these people = seem to be _____ on the subject of Writing Workshops.

[REDACTED] - although the objective is skills I still think we can take more current old items. Think it would be helpful if we could work on something more recent. Would urge that if we could that we update our problems.

DTR - feel the same way about that.

ATINTL
ATINTL
DTR - "IPC - suggest dropping course research project and planning individualized programs". Not sure that other people in the DDI would agree with that. [REDACTED] showed positive interest in these research projects.

ATINTL
ATINTL
[REDACTED] - I can tell you some who would agree with this. Only one man opinion (?) who counts (DD/I) and he is out of town.

ATINTL
[REDACTED] given the objectives of the IPC

ATINTL
[REDACTED] concerned about objective point of view. OFC cannot be cut because
? it includes other students. So really it is ~~part~~ of 1/2 CT student. IPC can't be DDI course, but OFC is DDP course and OC and SOC are DDP.

ATINTL
[REDACTED] ITC is DDI and DDS&T course. Concerned with intelligence production.

[REDACTED] - if so, DDI should set the standards of the objectives.

ATINTL
DTR - What is your objection to research projects ~~packaged~~ pitched at too high a level

ATINTL
[REDACTED] don't think it is the best use of time. Think they are pitched at a high level for this level of employee. A number of persons told me they have awfully hard time getting down to nuts and bolts of everyday life, particularly in GS-7 to 11, to jump from the problem of what the DCI does in relationship to the White House down to preparing OB report and keeping files updated and _____ is (?) pretty lowly work.

ATINTL
[REDACTED] This opportunity to do some research work and creative work using
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the area of the DDI as a laboratory is the first opportunity these people

have had to do something that is live and not connected with exercises. The CTs select the research topics themselves , they are approved by the faculty, then they go out and do this research work and come up with conclusions they discuss in a seminar with the other CEs. Some topics have not been as good as others. We keep this business of the course research project under careful review all the time. We have just asked DDI components if they are interested in it. [REDACTED] is interested, Kent STATINTL is interested in it. J. Murphy, John Clarke and [REDACTED] have STATINTL responded favorably within the last several days. These _____ plus actual experience CTs get in doing research and writing report impresses (?) me for the moment as though this course research report idea is something that should be continued.

ATINTL

DTR - what percentage of time does this take?

[REDACTED] two weeks out of 9 if topics are carefully selected and CT is going to contribute something to sum total of knowledge on the subject whatever time you give them is not going to be enough. We have given them less time and they have complained. We have broken the time up and they have complained also. We will continue to play with the way it is done and feel confident that it probably will continue to be an extremely ∇ useful exercise. That is what they want (full time).

ATINTL

DTR - what is the feedback?

[REDACTED] almost without exception (they get so carried away and enthusiastic about it - out of all proportion to what they have done with it). Every once in a while some think it is not worthwhile. Most of them get very carried away with it.

ATINTL
[REDACTED] Only really adverse reaction we have had has come from two girls who were going to the DDP. They felt it was a lot of work and a waste of time. Uniformly the reaction has been favorable. Very [REDACTED] because they think they have contributed something.

ATINTL
[REDACTED] This is the first opportunity they have had to contribute to a live subject.

ATINTL
Rod - don't the people they contact get a little tired of it?

ATINTL
[REDACTED] - some do.

ATINTL
[REDACTED] Ag I cannot think of anyone who was not entirely free to say he did not have the time.

[REDACTED] impression - have feeling that in the majority of cases this problem afford the first opportunities for things to fall into place. The individual begins to see how the [REDACTED] lives. In that respect it serves a useful purpose.

ATINTL
DTR - Tom, what would you put in its place?

[REDACTED] According to the schedule it is actually three weeks (research problem). In some cases it depends upon the individual. In some cases DTR (?) don't put anything in place of it. Give him practical work to do. Would rather have concrete work to do.

ATINTL
DTR - that is immuatable struggle between formal training and on-the-job training.

[REDACTED] [REDACTED] would [REDACTED] into it take the individual (going into OCI - don't want him until he has had language.)

Rod - can't you see a problem of this type being very useful in general

ATINTL

to these people? Is the general principle bad or useless?

██████████ would hope that these people when you hired them had that kind of experience.

ATINTL

Rod - this is a new frame of reference for them.

ATINTL

██████████ as the customer I do not think it is worth the time and effort.

ATINTL

██████████ - This 3-week period is the synthesis. This gives them ~~their~~ ~~first~~ a chance to synthesize.

ATINTL

██████████ would rather seem them take an intelligence problem.

██████████ There would then be no point in taking the IPC at all. Why not stick them right on the job immediately and begin to phase them into whatever they are going to do?

ATINTL

DTR - The DDP runs essentially a midcareer program internally. They are dealing with a relatively small number of bodies.

██████████ not sure the DDI _____ consider such a thing.

██████████ - S&T does it on their own, again without regard to what OTR is doing.

ATINTL

DTR - S&T course is not a CT course and is not even a young officer course. It is a sort of major internal training.

██████████ Senior managers of school say we have coordination between faculties of schools. _____ on working level with instructors, they say we do not care what other person teaches. We have exceptions. This may be an exception.

ATINTL

[REDACTED] Is this an overlap between OFC and first two weeks?

ATINTL

[REDACTED] One said he was aware of duplication and said he had been trying to coordinate it for two years. & "We don't care what that faculty teaches" DTR - Cable Secretariat was repeated lecture - comes in IOC and then occurred somewhere else.

ATINTL

[REDACTED] this is something that has been terminated.

DTR - personally think DDI would find it rather difficult to put on training for 55 CTs a year. It is up to them.

ATINTL

[REDACTED] - don't know anyone who has given serious consideration to this idea. Question of individual tailoring of programs strikes me as a quite reasonable thing.

ATINTL

DTR - it depends partly on how you allocate. DDP allocates rather late in the game. Don't know how DDI goes about allocating.

ATINTL

[REDACTED] there is no set point. We deal directly with individual offices. DDI says this is the way they want to do it.

ATINTL

[REDACTED] - think it is basically (?) logical. DDI and DDP are different. DDI _____ of specialized substantive field. CT has developed interest and ability (in that field?)

DTR - what happens if different components each want some guy?

[REDACTED] it is negotiated. Numbers are not so great it ever becomes a problem.

STATINTL

DTR - Problem lessened by fact of lateral recruitment. [REDACTED] feels he is particularly ~~dis~~ _____ against in the allocation of CTs in number _____ because of

ATINTL

his recruiting laterally.

[REDACTED] - it has long been the rule that anybody with an economics background is automatically referred to the DDI.

ATINTL

There are
DTR - some of those that go to the DDP/

[REDACTED] - this happens.

ATINTL

DTR - Do young officers in DDI have the right to apply for the CTP.

[REDACTED] There is virtually a complete lack of knowledge (of the program)
[REDACTED] - the impression is that there is, though not a deliberate attempt to withhold knowledge, there is no effort to bring it up.

DTR - while understandable in jungle environment, it is unjust to the young officer. Agency policy that every young officer has the right to apply for the program and that he is not necessarily returned to the component. They should know this.

ATINTL

[REDACTED] I have included regulations in this report.

[REDACTED] - we get referral files that have been considered elsewhere in the Agency. We are getting all that through the operational skills bank.

ATINTL

DTR - percentage (of internals) will run up to 20%.

[REDACTED] - the percentage in this current class hitting below 20% overall.

DTR - Probably have an average over the years of 15%. DDP has quota twice as large as DDI. _____ 5% of the class ought to be internals.

ATINTL

[REDACTED] - it works out that way.

ATINTL

DTR - that would be very few - 4 or 5 out of 90.

[REDACTED] 15 out of 91 are internals in this present class.

DTR - do you get same number of DDI internals.

ATINTL

[REDACTED] - Yes, really quite proportionate. in selecting people for the DDI there is much more careful consideration of individual to the particular office to which he is going than anywhere else in the Agency. In DDP looking at general qualities applicable over a large area. Generally speaking it is a rather tailored placement in every instance.

d _____

ATINTL

DTR - need to go over annexes? Annex C - CTP

[REDACTED] - from my narrow ~~point~~ viewpoint, in looking at the CTP the overall picture still strikes me that you have a program that doesn't function as an Agency program, and that is ~~the~~ part of what I am trying to tell the DDI. You ought to take a really hard cold look at it. Is it really the type of mechanism you want. Look at total Agency training effort - DDI image would be projected. ~~Will~~

DTR - will go over annexes to see if there is significant ground we haven't been over yet. (If so will call another meeting.